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ABSTRACT

The Rural Internship Program provided opportunities for gifted and talented eleventh- and twelfth-grade students to broaden their educational career opportunities by facilitating activities that allowed rural interns to work one-to-one with community leaders in rural Southern Colorado. Program design centered around four interfacing components: program commitment, community sponsor recruitment, student identification, and program operation. Student activities were provided to increase community awareness (economic, cultural, and potential job market), develop good work habits, promote personal career growth, and improve communication skills. Results of the activities to increase community awareness were evaluated by a pre/post test and an intern final project demonstrating what was learned. The other activities were evaluated using the Stanford Test of Academic Skills and Career Maturity Inventory. Materials developed for dissemination activities included a slide tape presentation, Rural Internship Program Handbook, and portable bulletin board. (A program evaluation is available separately--see Note.) (YLB)

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ED190799

A CAREER EDUCATION PROGRAM FOR GIFTED AND TALENTED STUDENTS IN RURAL COLORADO

FINAL REPORT

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CAREER EDUCATION PROGRAM

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TABLE OF CONTENTS

		Page
9.	MAJOR ACTIVITIES	1
	1.0 Introduction	1
	2.0 Process Objectives	1
	3.0 Student Objectives	13
10.	PROGRAM PARTICIPANTS	34
11.	EVALUATION (Separate Document)	
12.	ANTICIPATED CHANGES AND/OR PROBLEMS (Not-Applicable)	
13.	PROGRAM DISSEMINATION ACTIVITIES	35
	1.0 Dissemination Activities	35
	2.0 Dissemination Materials	36
14.	SPECIAL ACTIVITIES	
	1.0 Student Identification	37
	2.0 Work Habit - Proficiency Report	37
	3.0 Student Developed Goals and Objectives	38
	4.0 Recognition Certificates	38
15.	REPORT ABSTRACT	39

TABLES

TABLE I - Criteria for Selecting Community Sponsors

TABLE II - Criteria for Selecting Community Placement

TABLE III - Criteria for Student Selection

TABLE IV - Student Selection Instruments

TABLE V - Sample Student Results From Community Awareness Pre/Post Test

TABLE VI - Task Pre/Post Test Results

TABLE VII - Task - Local Mean Gains in Pre/Post Test Results

TABLE VIII - Task - Difference Between National Mean and Local Mean for Post Test

TABLE IX - Career Maturity Inventory Test Results

TABLE X - CMI - Local Mean Gains in Pre/Post Test Results

TABLE XI - CMI - Difference Between CMI Mean and Local Mean For Post Test.

9. MAJOR ACTIVITIES

1.0 INTRODUCTION

In January of 1979, gifted and talented students from isolated rural school districts in Southern Colorado were identified and placed in a new program called the Rural Internship Program. One year later the program outcomes indicated a strong Career Education program that involved community decision makers, parents, and rural educators cooperatively providing learning experiences that meet the unique needs of rural gifted and talented students.

The program design that has developed has definite advantages that make the program easily transportable to similar geographic areas. The student identification process included in the design is appropriate without modification for the identification of gifted students, including the students from a sub-dominant culture. Implementation is inexpensive since the program design allows for multi-district implementation, as well as single-district implementation.

2.0 PROCESS OBJECTIVE

"By November 1, 1978 a process will be developed that meets the unique career education needs of rural gifted and talented students."

"By January 1, 1979 four pilot sites will implement the process developed during planning and keep a record of the implementation."

2.1 PROGRAM DESIGN

The program design for the Rural Internship Program centers around four interfacing components. Each of the components are on-going processes that insure Career Education activities of the highest quality for participating gifted students. The four components of the program design are as follows:

1. Program Commitment
2. Community Sponsor Recruitment
3. Student Identification
4. Program Operation

The detailed steps of the aforementioned component are presented in the "July, 1978 through June, 1979 Semi-Annual Performance Report" to the Office of Career Education. Thus, this, the final report, will present a summary of each of the aforementioned components.

2.2 PROGRAM COMMITMENT

The success of the Rural Internship Program depends on a cooperative effort among school personnel, parents, and community persons. Thus, the Teacher Coordinator must obtain program commitment from educators, parents, and community as well as provide leadership for program recruitment and implementation.

It is not intended that the process of gaining program commitment take place in isolation. Although it is important to begin by gaining commitment from a nucleus of community leaders, the other program process can, and should be, functioning at the same time. It should be noted, however, that the success of all the other processes depends on the success of the process that gains program commitment.

It is important to understand that gaining program commitment is a process. This implies that it is an on-going component of the program as opposed to being a "one-time-function". The effective Teacher Coordinator will make gaining program commitment a priority and strive to maintain it at the highest possible level while constantly enlarging the circle of those individuals and groups committed to the Rural Internship Program.

a. Commitment From Individuals

It is essential that key individuals from the total community be contacted initially since they serve as an informal nucleus that generates interest and enthusiasm for the program. Once this group of individuals are informed they serve as a springboard for the Teacher Coordinator in gaining program commitment from the school, parents, students, and the community.

Following are individuals who must be contacted:

1. Building Principals
2. Superintendents
3. Classroom Teachers
4. School Board Members
5. Counselors
6. Government Leaders
7. Labor Representatives
8. Special Interest Groups
9. Leaders of Civic Organizations
10. Representatives of Business
11. Church Leaders
12. Leaders of Teacher Organizations
13. Parents
14. Student Leaders
15. Leaders of Community Youth Groups

b. Commitment from Parents

The program must have a commitment from parents before any recruiting begins. The Teacher Coordinator should communicate to all parents by speaking at P.T.A. meetings, by holding special meetings for parents, and by sending notices home through students in all grade levels.

c. Commitment from Public

It is important to generate program interest and enthusiasm from the community at large so as to develop a broad base commitment for the program. The Teacher Coordinator should communicate with the public through:

1. Civic Organizations
2. Business Organizations
3. Labor Organizations
4. Special Interest Groups
5. Community Social Clubs
6. Local Media

d. Commitment from Schools

Gaining program commitment from the schools assists the Teacher Coordinator during student identification and keeps the Intern informed about school activities. To communicate with the school it is essential that program commitment has been obtained from school individuals referred to in the "Commitment From Individuals".

e. Commitment from Students

Once the Teacher Coordinator has developed program commitment from a nucleus of community and school leaders, a broad based program commitment from parents, school, and the public at large, it is appropriate to gain program support from students. The Teacher Coordinator should coordinate communication with students through the individuals and groups already committed to the program.

2.3 COMMUNITY SPONSOR RECRUITMENT

The Community Sponsors are the most important component in the Rural Internship Program. They are community persons who are representative of Rural Lifestyle Clusters and are considered to be influential decision makers within a business/organization and/or within their community. The Community Sponsor assumes the responsibility of providing students with learning experiences that tangibly benefit the students' education and intangibly benefit the Community Sponsor.

The selection of appropriate Community Sponsors is crucial to the success of the program and has a direct relationship to the success of students serving as Interns. The Teacher Coordinator determines if the community person is a potential Community Sponsor by using the following criteria for selecting a Community Sponsor and a Community Placement.

TABLE I

CRITERIA FOR SELECTING COMMUNITY SPONSORS

1. The Community Sponsor should be committed to the philosophy of the Rural Internship Program.
2. There should be a willingness to participate as a Community Sponsor.
3. The Community Sponsor should be willing to give time to work with the Intern.
4. The Community Sponsor should be willing to cooperate with the local school district.
5. The Community Sponsor should have the ability to offer the gifted and talented student a challenging and stimulating experience.
6. The Community Sponsor should have the ability to offer a learning experience that will benefit the Community Sponsor's organization and/or the community.
7. The Community Sponsor should be enthusiastic about working with gifted and talented students.
8. The Community Sponsor should be a community leader, or a leader within a Rural Lifestyle Cluster.

TABLE II

CRITERIA FOR SELECTING A COMMUNITY PLACEMENT

1. A Community Placement should offer the Intern an opportunity to develop a broad based knowledge about the skills and people within the placement.

2. A Community Placement may give an Intern an opportunity to develop specific skills, but it is NOT the intent of the placement to develop entry level work skills.

3. A Community Placement should offer the Intern an opportunity to develop basic interchangeable skills; that is, skills in communications, human relations, and an understanding of the relationship of the sponsor to the local community.

4. A Community Placement should offer a one-on-one relationship between the Intern and Community Sponsor.

5. A Community Placement, when feasible, should offer an opportunity for Interns to rotate through various departments.

Once the Teacher Coordinator gains a commitment from an individual to serve as a Community Sponsor, the name and data pertaining to the placement are placed in a Potential Community Sponsor Catalog.

2.4 Student Identification

There are three parts to the component Student Identification. They are:

1) Selection of Criteria
2) Recruitment of Students
3) Screening of Students

a. Selection of Criteria

The criteria used to identify the gifted and talented students for this Career Education program takes into consideration the value systems of subdominant cultures and demands a multiplicity of selection procedures that reflects subjective and objective factors. For students to participate as Rural Interns, they must meet the following criteria:

TABLE III

CRITERIA FOR STUDENT SELECTION

1. The students should have the ability to:

   a. Undertake new projects and move into unfamiliar situations.
   b. Adjust to last minute changes without difficulty.
   c. Continue under adverse circumstances.
   d. Work well with all people.
   e. To be a self-starter

2. The students should have a high level of:

   a. Reliability
   b. Seriousness, stability, and rational behavior.

3. The students should have a generally high level of intellectual abilities.

4. The students must be at the 11th and 12th grade level.

b. Recruitment of Students

The recruitment of new students for the program is the responsibility of the Teacher Coordinator. The Teacher Coordinator is assisted during recruitment by the School Liaison Person and past Rural Interns.

The role of the School Liaison Person is to coordinate arrangements for the Teacher Coordinator to meet with interested students. Past Rural Interns provide enthusiasm for the program and help to erase uneasiness that new students might experience. With this type of support and back-up the Teacher Coordinator is able to concentrate on providing program information and obtaining data from interested students.

All students are eligible to attend the recruitment activities so long as they are high school juniors or seniors. During recruitment, students are not told whether they do or do not meet the criteria. The criteria is explained to students and questions answered so that the student can make this decision. Whether a student meets the criteria (i.e., gifted and talented) is determined during screening.

c. Screening of Students

One of the most important elements of any gifted and talented program is "the method" used to determine which student is gifted and talented. The screening process ("the method") for the Rural Internship Program can be used to identify students, including students from a sub-dominant culture that are gifted in the areas of creative productive thinking and leadership ability.

The majority of the time a decision concerning whether a student meets the student criteria can be reached by using the data gathered from five instruments that are simple to administer and interpret. The interpretation of the data allows for objective and subjective factors to be considered in the decision-making process. Further, the decision need not be made solely from data gathered from the five instruments. If there is a need to enlarge or clarify a student's profile, flexibility in the process permits additional data to be gathered.

The five instruments used to gather data are as follows:

TABLE IV

STUDENT SELECTION INSTRUMENTS

1. A Self-Nomination Instrument

   This instrument was developed for the Rural Internship Program and is referred to as the "STUDENT APPLICATION FORM". This instrument also produces a biographical sketch of the student.

2. A Teacher-Nomination Instrument

   The Renzulli/Hartman Scale is used for teacher nomination since it utilizes a local mean.

3. A Self-Ranking Instrument

   An adapted version of the "How Do You Really Feel About Yourself?" instrument is used to determine how the students view themselves.

4. A Student Product

   The Torrance Circle Test of Creativity is used since this instrument contains no cultural bias.

5. Student Interview

A panel representing the program and the school conducts a personal interview with the student. The interview provides an opportunity for data already gathered to be clarified and additional data to be collected. A rating scale developed for the Rural Internship Program is used to rate the students' reactions and performance during the interview.

Several factors single out the screening process for the Rural Internship Program and make it unique. These factors are as follows:

1. Identification of high school students.
2. Identification of high school students in isolated rural school districts.
3. Identification of high school students in isolated rural school districts that are members of a sub-dominant culture.
4. Identification of high school students who are gifted in creative-productive thinking and in leadership ability.
5. Instruments used to gather data are easy to administer and interpret.
6. Interpretation of data permits consideration of objective and subjective factors.
7. Decision-making allows for additional data to be collected.

It should be noted that with a minumum of inservice an existing staff member in a school district can be trained to utilize the process. This is extremely important since rural school districts not have the funds for additional personnel. Also, because of the simplicity of the process an "expert" is not needed for interpretation of collected data. This is also important since rural districts do not always have access to "experts".

2.5 PROGRAM OPERATION

Once it has been determined that a student meets the criteria for participation as a Rural Intern, a recommendation is made to their school principal for program placement. Thus, the final decision as to whether a student shall participate is made by the student's home school district.

When students are placed in the program, they are granted a leave from regular class and devote fulltime to the Rural Internship Program. Since curriculum in rural school districts is often limiting (i.e., the offering of advanced classes such as Chemistry or Physics every other year), some Interns do decide to attend specific classes during their Internship. Interns who choose to attend specific classes are still considered fulltime Interns and must fulfill all the program requirements.

a. Program Activities

1. Orientation

The first activities for new Interns are aimed at providing them the "community entry-level skills" needed to function in their community as professionals. This orientation covers a variety of topics designed to meet the needs of the Interns. Topics included are personal awareness, career awareness, community awareness (sociological, economical, and cultural), the social graces, human relations, problem-solving, interview techniques, and the responsibilities of a Rural Intern. During the final days of orientation, Interns make appointments for interviews with prospective Community Sponsors.

A wide variety of Student Placement opportunities are provided in order to attract as many students as possible. The Community Placements are centered around Rural Lifestyle Clusters which are drawn from the following:

Natural Resources	Arts and Humanities
Construction	Recreation and Entertainment
Trade and Finance	Transportation and Communication
Government	Weather Control
Health and Welfare	Energy Supplies
Product Services	Agriculture and Ranching

2. Contractual Agreement

Mutual obligations and responsibilities of the various persons involved in the program--superintendents, principals, program director, teacher coordinators, community sponsors, students, liaison persons, parents--are set forth in the Contractual Agreement which is signed by all. This document includes the program objectives and serves as a guide for program standards.

3. Academic Credit

In recognition of the serious educational nature of the program, Interns are awarded academic credit from the Intern's high school upon completion of program requirements.

Exact courses to be credited are listed in each school district's academic credit policy for the program. Usually, the policy also includes an option for negotiation between student and school in order to tailor the program to each individual participant.

4. Liaison Person

One specific person in each high school involved in the program is named by the principal of that school to provide day-to-day support of the program. The Liaison Person helps identify prospective student candidates at recruitment time, facilitates the release of Interns from classes to participate in the program and provides information about school activities to Interns while they were away from the building.

5. Teacher Coordinator

The role of the Teacher Coordinator is to provide for the smooth overall operation of the program. The role includes the responsibility to recruit and screen potential Community Sponsors, and potential Rural Interns, and to insure that the Community Sponsors and Interns are matched based on mutual references.

Throughout the program the Teacher Coordinator monitors the placement to insure the educational quality of the placement and provides individual and group counseling for Rural Interns. Facilitating seminars, conferring with parents, and evaluationg the Interns are also responsibilities of the Teacher Coordinator.

6. Community Placement Activities

The role of Interns varies depending upon mutual Sponsor and Intern interests and the environments in which they operate. However, internships can be generally categorized as one of three types - special assistant, special agent, or a combination of the two.

As a special assistant, the Intern spends time shadowing the Sponsor, especially at the beginning. Together they attend meetings and conferences, share lunch sessions, and sometimes travel around the community for various purposes. Under close supervision, Interns undertake special assignments which have value for both the Interns and the Sponsor's organization--in contrast to busy work. Such assignments may include making business calls on behalf of the Sponsor; doing investigative field work; or representing the Sponsor at meetings. In this way, Interns develop skills and expertise, are exposed to a range of people in the organization, as well as the Sponsor, and gain acceptance as part of the professional staff.

The special agent placement emphasizes not only close one-to-one relationships with individual Sponsors but also the opportunity to rotate through various departments in order to gain a broad perspective of the organization. Such a model is common in medical and banking placements.

7. Intern Goals and Objectives

The Interns develop their own personal goals and objectives that they want to accomplish during their Internship. Generally, the Interns include the following areas in their goals and objectives:

a. Development of good work habits.
b. Career awareness.
c. Development of skills appropriate for their area of professional specialization.
d. Improved communication skills.
e. Self-awareness (with emphasis on understanding their giftedness).
f. Meeting the responsibilities of a Rural Intern.

8. Daily Logs

Interns record their Community Placement experiences and impressions in Daily Logs which are submitted to their Teacher Coordinator each week. They are carefully read by the Teacher Coordinator, who checks each log for expression, grammar, and spelling. If needed, individual conferences are held with each student after logs are returned, not only to go over the corrections but to discuss any confidential communications expressed about personal reactions to various situations and to help assess the

educational value of each placement. The Daily Logs are considered confidential communication between Interns and the Teacher Coordinator.

9. Seminars

All Interns attend weekly Intern Seminars, usually on Friday. The seminars are organized and conducted by the Interns themselves. By alternating the seminars among the Interns, individual Interns provide their fellow Interns with activities that either increases their community awareness or sharpens their problem-solving skills.

10. Intern Retreat

At mid-semester the Interns hold a two day retreat at a location that places them away from everyday distractions. Community persons participate as speakers or discussion leaders and provide guidance to Interns as they determine if their personal goals and objectives are realistic and appropriate. Although the retreat is a time for reflection, it is also a time for fun, since, for some of the Interns, being accepted by their peers is a new experience.

11. Intern Project

By the end of the Internship the Interns are required to have completed a project that has value to either their Community Sponsor, Community Placement or to their Community-at-large as well as have educational value for Interns. Interns determine the nature of their projects.

b. Program Evaluation

A description of in house evaluation, including copies of all instruments utilized can be found in the "July, 1978 through June, 1979 Semi-Annual Performance Report" to the Office of Career Education.

3.0 STUDENT OBJECTIVES

"By June 1, 1979 the gifted and talented students identified in the pilot sites will demonstrate an increased awareness of the economic aspects, the cultural impacts, and the potential job market in their geographic area as measured by a pre-post test assessment."

"During the time spent in this program, the students will demonstrate good work habits, personal career growth, improved communication skills."

3.1 ACTIVITIES TO INCREASE COMMUNITY AWARENESS (Economic, cultural, and potential job market)

The specific activities provided to increase community awareness are conducted within the framework of the three broad activity areas of the Rural Internship Program. Following are the three broad activity areas which provided the Interns time and space to increase their community awareness:

1) New Intern Orientation Activities
2) Community Placement Activities
3) Seminar Activities

a. Intern Orientation

The specific activities for orientation are intended to provide new Interns with "Community entry-level skills". "Community entry-level skills" can be interpreted to include basic skills in problem-solving, human relations, and the social graces as well as a basic understanding of a community's sociological, cultural, and economical aspects germane for beginning an internship.

Speakers from the Chamber of Commerce, city and county government, and local businesses meet with the Interns and discuss the local economy and their roles in that economy. Senior citizens, local history buffs, and persons involved with local minority organizations are invited to discuss cultural and sociological aspects of the community.

Follow-up activities to reinforce presentations are determined by the Rural Interns during debriefings which proceeded each community speaker. Follow-up activities usually involve the Interns gathering more information, participating in a community activity or observing some aspect of the community. Following is a list of past activities that are typical of follow-up activities:

1. Field trip to a buggy factory.
2. Visiting a building from the Victorian Era that is being restored.
3. Wandering through a deserted coal-mining town.
4. Participaiing in the grand-opening of a new business.
5. Touring a solar home.
6. Visiting local museums of history.
7. Discussions concerning the different view points of speakers.

The Interns are from different communities within the geographic area of Southern Colorado, and thus, find it stimulating to identify similarities and differences of communities, particularly with regard to the high schools in each community. Since the location for orientation activities are rotated among the different communities, the Interns visit each of the Interns' home high school.

b. Community Placement Activities

Community Placement Activities were, without exception, instrumental in increasing the Intern's community awareness as these activities were conducted and entirely facilitated by community persons. Community Placements were related to the Intern's career interest, thus, the activities increased community awareness within the Intern's career interest. The specific activities differ for the Interns since the nature of the activity is related to the career area represented by the Career Placement. Not only do Community Placement activities increase Interns' community awareness, the activities also result in Interns being accepted by community persons as responsible members of a professional staff and of the community.

The Placement Activities are shaped by the Rural Internship Program objectives, the Intern's personal goals and objectives, and Wage and Hour Guidelines under the Fair Labor Standards Act. The Wage and Hour Guidelines specify that Rural Interns will not displace existing and paid staff; that Intern contributions will not result in economic gain for Community Sponsors; and that both Community Sponsors and Rural Interns understand from the outset that no financial remuneration will be given. This protects the Rural Interns from being misused as clerks, messengers, or in capacities for which they should be paid. The Rural Internship Program objectives provide the direction for the placement activities. The specific activities to achieve the program objectives are determined jointly by Community Sponsors and Rural Interns.

Although the specific activities are shaped by the nature of Community Placements there are commonalities. Together, Community Sponsors and Interns become involved in special projects that increase their community awarenss and benefitted Sponsor organizations. Such projects include business calls to community persons on behalf of Sponsors, investigative field work and representing Sponsors at various community meetings. Many Interns prepare budget reports, budget breakdowns, income projections on income reports for their Sponsors. When financial information about Sponsor organizations is considered confidential, Sponsors provide the Interns with related reading materials. Sponsors and Interns then spend time discussing the material and relating the material to the Community Placement.

c. Seminar Activities

The Intern demonstrates a natural curiosity that can become very intense, concerning their communities. Thus, Interns generally elect seminar topics that concern community problem areas or that provide information about a specific aspect of the community. The location of seminars rotates among the Intern's home communities. The rotation provides an opportunity for Interns to learn about other communities located in Southern Colorado.

Specific activities provided by Interns for the seminars were either problem-solving in nature, field trips, community speakers or discussions. Topics elected by Interns for the content area of seminars have included such topics as listed below:

a. The sociological composition of La Veta, Colorado.
b. Resolve: Should the number of County Commissioners for Pueblo be increased from three to five?
c. The problem of child abuse in Walsenburg, Colorado.
d. Stories that relate the histories of different cultural groups that are part of the present day Walsenburg and LaVeta population.
e. A field trip to the Department of Transportation High Speed Test Track.
f. A field trip to Primero, Colorado to visit with an elderly gentleman who earns a living by weaving.

3.2 RESULTS OF ACTIVITIES TO INCREASE COMMUNITY AWARENESS (Economical, cultural, and potential job market)

a. Pre/Post Test for Community Awareness

The following five questions were utilized as pre/post test questions to gather information concerning increased community awareness:

Question #1 - What job potential is there for you within your own community?

Question #2 - What impact have different cultures had on your community?

Question #3 - What affects your community's economy with the most impact?

Question #4 - What do you foresee as the future of your community?

Question #5 - Do you see a role for yourself in the future of your community?

1. Pre/Post Test Results of Community Awareness

Information gathered using these five questions seems to indicate that there is increased community awareness. Following are samples of responses to these questions that demonstrate reasoning for arriving at the assumption of increased community awareness. The Interns seem to be demonstrating their increased awareness by displaying a more positive attitude when viewing their community and in displaying more concrete knowledge about their community which seems to enable them to reinforce and defend their opinions about their community.

TABLE V
SAMPLE STUDENT RESULTS
AS DEMONSTRATED BY
COMMUNITY AWARENESS PRE/POST TEST RESULTS

PRE		POST
	QUESTION #1	
"I feel that the job potential in my community, in my field of interest is limited. I feel in time to come there will be more need for my type of interests."		"To answer this question I must qualify it first. By job potential you can mean two things. One, total job potential, and second, job potential in my field of interest. As for the first part, the job potential in my community is good. The community is growing and that brings jobs. Now for the second part. In my field of interest the job potential is slim, but there are jobs to be found."
	QUESTION #2	
"I don't know what impact cultures have had on my community."		"The different cultures have blended well in my community. German, Indians, and Mexicans make up the greatest percentage of the community. Bringing their arts, (beading, carving, etc.) they have made La Veta into a town like no other."
	QUESTION #3	
"I don't really understand what the question is asking. Probably later on I will understand what the question means."		"My community's economy is mostly affected by other communities There isn't very much work in Walsenburg. The one thing that would affect my community's economy would be the re-opening of coal mines."
	QUESTION #4	
"Anything could happen in my community. I think my community is getting worse and worse every day, like the crime rate is rising. It is hard to cope with it, because if you don't do what everyone else does they think you're square. I think what they are doing is a waste of life, and a ruin to the community."		"In the future, if the mines are opened, I think my community will expand. This could be good and bad--it would be hard to live in a crowded community."
	QUESTION #5	
"Yes, because if I do become a police officer this town would be my first choice to work in because it's my home."		"Yes, if I decide to become a police officer, Walsenburg is where I will work. I'm planning to stay in Walsenburg for may years to come. I've stayed in big towns, such as Denver, and I hated it. I see a future for myself in Walsenburg."

2. Interpretation of Community Awareness Pre/Post Test Results

As a result of the aforementioned samples of student responses on the Community Awareness Pre/Post Test, it seems reasonable to assume the following:

IT MAY BE THAT STUDENTS PARTICIPATING AS RURAL INTERNS ARE DEMONSTRATING INCREASED COMMUNITY AWARENESS BY DISPLAYING WHAT SEEMS TO BE A MORE POSITIVE ATTITUDE WHEN VIEWING THEIR COMMUNITY AND IN DISPLAYING WHAT SEEMS TO BE MORE CONCRETE KNOWLEDGE ABOUT THEIR COMMUNITY.

IT MAY BE THAT THE RURAL INTERNSHIP PROGRAM ACTIVITIES RESULT IN INCREASED COMMUNITY AWARENESS.

Additional research and data is needed to document this assumption concerning increased community awareness. Not only to determine if the increase in awareness is significant and a result of the Rural Internship Program, but also on the pre/post test instrument.

b. Final Project

Interns are required to complete a final project by the end of the semester that has value for the Community Sponsor, the Community Placement or the community-at-large. The projects are intended to demonstrate what the Interns learned during their internship. These final projects not only demonstrate increased community awareness, they have also benefitted the communities. The benefit to the communities is an unplanned second dimension to the total program. The following summaries of final projects demonstrate this second dimension as well as the Intern's ability to determine community needs:

*Pam McSchooler has been involved in research that she believes will eventually result in a common drug to use in euthanasia of large animals. Such a common drug will benefit not only veterinary medicine, but it will also be beneficial to ranchers and farmers.

*Jim Fajt is involved in research that will result in a cheaper way to chlorinate Pueblo's drinking water. In light of the financial problems now being encountered by cities across the United States, the benefit of Jim's research speaks for itself.

*Denise Martinez has participated in the program for two semesters; thus, her contributions are two-fold. First, she has helped with the translation of old Spanish documents into English enabling the first written history of Walsenburg to be prepared. Second, she is presently working to establish more community recreation programs for the young people in Walsenburg.

*Dawn Young, who has the potential to become well known in the world of art is presently applying her talents to "packaging" the Rural Internship Program so that it can be implemented in other rural school districts. She also has committed herself to designing a brochure that will help with the "selling" of La Veta.

*Toby Vigil has undertaken the task of providing the Walsenburg Police Department with a system that will aid the department in identification of motor vehicles. This project will fill a critical need area for the department.

*During the semester, Dale Johnson has spent hours researching and traveling throughout the state so that he could expand his knowledge in the area of solar energy. Now he is sharing his knowledge by designing solar energy school buildings for Aguilar and La Veta.

It is interesting to note that each of the contributions made by these final projects have been given quietly and without fanfare. The Interns do not spend time bragging and boasting about their deeds, they simply give.

3.3 ACTIVITIES TO DEVELOP GOOD WORK HABITS, PROMOTE PERSONAL CAREER GROWTH AND IMPROVE COMMUNICATION SKILLS

Activities that served to develop good work habits, personal career growth and improve communication skills were afforded Interns during their Community Placements, during the seminars, during the retreat, by keeping daily logs, and by developing personal goals and objectives. Many of these activities were the same activities that developed community awareness.

a. Activities to Develop Good Work Habits

The development of good work habits is the total responsibility of Community Sponsors. The importance of developing good work habits is reinforced by the Teacher Coordinator during individual conferences and during the Intern orientation. At mid-semester, and again at the end of the semester, Community Sponsors complete a "Work Habit-Proficiency Report" that indicates Intern awareness of good work habits and which provides direction that assists Interns in determining activities that will result in their eventually becoming professionals.

The "Work Habit Proficiency Report" was developed by the program's Advisory Council. The work habit characteristics included in the Work Habit Proficiency Report were determined by the Advisory Council to be pertinent to employers in rural areas, such as Southern Colorado.

b. Activities to Promote Personal Career Growth

Personal career growth is the most important outcome for Interns participating in the Rural Internship Program. Without exception, all program activities promote personal career growth. The development of personal goals and objectives by Interns provides Interns with a management system so that all program activities will meet the individual career needs of Interns.

Interns consult with their Community Sponsors and with the Teacher Coordinator when developing their goals and objectives. During the Intern Retreat, at mid-semester, Interns evaluate their goals and objectives to determine if they are still realistic. Interns are also encouraged to alter and/or amend any of the goals and objectives any time during the semester if they feel there is a need to do so.

The Teacher Coordinator uses the Interns personal goals and objectives as part of the criteria when determining if internship experiences are meeting Intern needs.

c. Activities to Improve Communication Skills

Communication skills are to be interpreted to mean those reading, writing, and speaking skills needed for the negotiation of personal and professional business. Upon entrance into the Rural Internship Program, all Interns possess communication skills that are above the national mean as measured by the Stanford Test of Academic Skills (TASK). Thus, all activities that relate to development of communication skills are designed to improve skills and not to remediate skills. (Initial implementation of program, January, 1979 to June, 1979, provided results that demonstrate that the activities are designed for the Rural Internship Program are not appropriate for students that are below the national mean as measured by TASK.)

1. Daily Logs

Interns are required to maintain Daily Logs that describe their experiences and reactions during their Internship. The purpose of Daily Logs is to improve writing skills and the ability to communicate by writing.

Interns describe in detail all activities they participate in while at their Community Placement. Interns are also encouraged to describe their reactions to Community Placement activities as well as their reactions to the Rural Internship Program. Since Interns include their reactions which are in fact their personal feelings, the Daily Logs are considered confidential between the Interns and the Teacher Coordinator.

Interns turn in Daily Logs once a week during seminars. The Teacher Coordinator critiques the Daily Logs; returns them to the Interns, who must correct all errors before the next seminar.

2. Seminars

As stated, Interns are required to attend weekly seminars where they are given the opportunity to improve their oral communication skills. During seminars, Interns participate in group process for the purpose of solving problems or gaining new or additional information.

3. Other Program Activities That Improve Communication Skills.

   a. Interns write reports for their Community Sponsors.

   b. Interns make oral presentations during business meetings.

   c. Interns participate in organizational meetings at Community Placements.

   d. Interns read professional material provided by Community Sponsors.

   e. Interns make presentations to business/community organizations or groups to explain the Rural Internship Program.

   f. Interns make presentations to other students in their high schools for the purpose of recruitment.

3.4 RESULTS OF ACTIVITIES TO DEVELOP GOOD WORK HABITS, PROMOTE PERSONAL CAREER GROWTH AND IMPROVE COMMUNICATION SKILLS

a. Stanford Test of Academic Skills (TASK)

1. Use of TASK

Interns are administered Level II, Form A of the Stanford Test of Academic Skills (TASK) when entering the Rural Internship Program to determine level of ability in Reading and English. Task Level II, Form A is again administered at the end of the semester to determine if there has been any changes in levels of ability for Reading and English since the beginning of the semester. Although the original program plans included only the pre/post testing of Reading and English skills, pre/post testing of mathematic skills has now been included as a result of Interns so requesting. It should be pointed out that program activities do not attempt to reinforce the development of mathematic skills.

2. Description of TASK

The purpose of TASK is to provide for wide range measurement of achievement in the "three R's"--Reading, English, and Mathematics--at any time after instruction in these fundamental academic skills has been substantially completed.

There are three tests in each of the two levels of TASK: Reading, English, and Mathematics.

All items in these tests are of the multiple choice variety, some with four options and some with five. The items range from quite easy to fairly difficult. TASK is primarily a power test, rather than a speed test. The number right (raw score) is the number of correct answers. There is no penalty for a wrong answer.

a. Reading

Part A of this test measures reading comprehension and Part B measures vocabulary. In Part A, (items 1-42), the student is instructed to read a paragraph and then answer the questions which follow it. Items 43-51 of Reading Part A require the student to read a paragraph in which several words are missing. The student must then choose from among four options the word or words that should be inserted in the paragraph to have it read correctly. Part A tests the student's ability to comprehend what is explicit in the material, to judge what it implies, and to draw inferences with reference to other situations.

In Part B, the Vocabulary Section, the student is given a word and instructed to match it with one of the five choices which is most closely related to the given word.

b. English

The English test measures the student's knowledge and effective use of the English language. Part A deals with skills such as dictionary use, reference sources, and the nature and structure of language. In Part B the student is to determine for each underlined passage in a short narrative whether there is an error in capitalization, grammar, punctuation, or if there is no error present. Part C is a spelling test. The types of spelling errors presented are based primarily on phonics and word building skills. Part D tests English expression.

The student is presented with items containing four compound or complex sentences from which he chooses the one which expresses the idea best. Part E presents a series of four-sentence paragraphs in which the logical sequence of the sentences in the paragraph has been jumbled. The student is to re-order the sentences so that the paragraph presents the idea properly.

c. Mathematics

This test is designed to measure general mathematical competence; it emphasizes arithmetical and numerical concepts, computation, and applications with some minor emphasis on algebra, geometry, and measurement. The content covered by the test is that which is considered to be an integral part of general education and to be basic preparation for more advanced study in mathematics.

3. STUDENT RESULTS AS DEMONSTRATED BY TASK

Following is the data obtained from pre/post testing Rural Interns with Task Level II, Form A during the semester beginning September 5, 1979 and ending January 25, 1980.

TABLE VI
TASK PRE/POST TEST RESULTS

		READING				ENGLISH				MATHEMATICS			
		Raw Score	Scaled Score	%tile Rank	Stanine	Raw Score	Scaled Score	%tile Rank	Stanine	Raw Score	Scaled Score	%tile Rank	Stanine
MAXIMUM SCORE		78	221	99	9	69	293	99	9	48	234	99	9
National Mean	Beginning of 12th Grade	52.7	208	44	5	49.1	209	42	5	28.6	207	49	5
	End of 12th Grade	52.7	208	44	5	49.1	209	42	5	28.6	207	49	5
Local Mean	Beginning of Semester	57.3	212	54	5	50	212	44	5	31.8	213	58	5
	End of Semester	59.1	217	60	6	54	222	56	5	34.2	214	62	6

1. RAW SCORE — The raw score (number right) is obtained by totaling the number of questions answered correctly on the test.
2. PERCENTILE RANK (%TILE RANK) — Percentile ranks indicate the relations standing of a student in comparison with students of the same grade status in the norm group who took the test at a comparable time. EXAMPLE: If a student obtains a %tile rank of 70, it means that the student equaled or exceeded 70% of a special norm group on the test and that 30% of the group scored higher than the student.
3. MAXIMUM SCORES — The maximum score indicates the highest possible score a student may obtain.
4. NATIONAL MEAN — The national mean represents the average score for the norming group.
5. LOCAL MEAN — The local mean represents the average score for the Rural Intern presently participating in the program.
6. SCALED SCORES — Scaled scores convert the raw score to a single common scale that has approximately equal units on a continuous scale from kindergarten through junior/community college. Thus, the scaled score can be used to measure academic growth over a period of time.
7. STANINES — The stanine yields approximately the same information as the percentile rank. The percentile rank divides the range of scores into very small unequal units, while stanines divide the group into a small number of larger groups and therefore avoids the danger of making to fine distinctions.

4. Interpretation of TASK data

In order to make it possible for test users to interpret test results from TASK in terms of several different groups, norms were established for the following groups:

a. High school students by grade. The range of coverage is from Grade 8 through Grade 12.
b. Junior/community college freshmen.

The samples were chosen to be representative of the country as a whole in terms of city size, geographic location, socioeconomic status, and other indices. Once a year norms based on a fall standardization are presented for interpretation of test results. Task Level II, Form A test results from the pre/post testing of Rural Interns provides a basis for the following to be stated concerning the relationship between Rural Internship Program activities and improved communication skills:

*STUDENTS PARTICIPATING IN THE RURAL INTERNSHIP PROGRAM HAVE DEMONSTRATED IMPROVED READING SKILLS, ENGLISH SKILLS, AND MATHEMATIC SKILLS.

*IT CAN BE ASSUMED THAT THE RURAL INTERNSHIP PROGRAM ACTIVITIES HAVE RESULTED IN RURAL INTERNS DEMONSTRATING IMPROVED READING SKILLS AND ENGLISH SKILLS.

*IT IS ASSUMED THAT THERE IS AN UNIDENTIFIED FACTOR IN THE RURAL INTERNSHIP PROGRAM THAT RESULTS IN RURAL INTERNS DEMONSTRATING IMPROVED MATHEMATIC SKILLS.

Additional data and research is needed to determine if the level of improvement is significant and to determine to what extent the Rural Internship Program effects the level of improvement.

Existing data seems to indicate that the level of improvement may be significant. That is, the preliminary TASK standardization data indicates that once a student has achieved a reasonably high level of mastery of the basic academic skills measures (roughly the top quarter of ninth

graders), there is little further increase in mastery in succeeding high school years. This results in grade norm lines flattening out at the secondary level, reflecting only small gains in raw scores from grade to grade in the basic skills, which are taught primarily at the lower levels. The TASK grade norms appropriate for interpretation of pre/post test results for Rural Interns remain completely stationary from the beginning to the end of the 12th grade. This lack of movement by grade norms is consistent with their preliminary TASK standardization data.

The test results from the pre/post testing of Rural Interns demonstrate movement of grade norms which is not consistent with the TASK preliminary standardization data. Further, the Rural Intern grade norms are for a single semester while the TASK grade norms represent two full semesters.

TABLE VII

LOCAL MEAN

TASK - GAINS IN PRE/POST TEST RESULTS

	RAW SCORE	SCALED SCORE	%TILE RANK	STANINE
READING	1.8	5.0	6.0	1.0
ENGLISH	4.0	10.0	12.0	0
MATHEMATICS	2.4	1.0	4.0	1.0

TABLE VIII

TASK - DIFFERENCE BETWEEN NATIONAL MEAN AND LOCAL MEAN FOR POST TEST

	RAW SCORES	SCALED SCORES	%TILE RANK	STANINE
READING	5.4	8.0	12.0	1.0
ENGLISH	4.8	13.0	16.0	0.0
MATHEMATICS	5.9	11.0	14.0	1.0

b. Career Maturity Inventory CMC

1. Use of CMI

Interns are administered the Career Maturity Inventory (Attitude Scale, Counseling Form B-1, and Competence Test) when entering the Rural Internship Program to determine their maturity of attitudes and competencies needed in career decision making. The Career Maturity Inventory is again administered at the end of the semester to determine if there has been any changes in the Rural Interns' level of maturity.

2. Description of CMI

Briefly, the CMI has been conceived and constructed to measure the maturity of attitudes and competencies that are critical in realistic career decision making. The CMI provides two types of measures: the Attitude Scale and Competence Test. The Attitude Scale elicits the feelings, the subjective reactions, the dispositions that the individual has toward making a career choice and entering the world of work. Specifically five attitudinal variables are surveyed:

*decisiveness in career decision making.
*involvement in career decision making.
*independence in career decision making.
*orientation to career decision making.
*compromise in career decision making.

The Rural Internship Program utilized the Attitude Scale, Counseling Form B-1 for pre/post testing.

The Counseling Form B-1 yields a separate score for each of the five variables listed on the previous page.

The Competence Test measures the more cognitive variables involved in choosing an occupation. These include appraisals of the individual's job-related capabilities (strengths and weaknesses), knowledge about the world of work, adeptness in matching personal characteristics to occupational requirements, foresight in planning for a career, and effectiveness in coping with the problems which arise in the course of career development. In all, then, there are five parts of the Competence Test:

*Self-Appraisal (Part 1:Knowing Yourself)

*Occupational Information (Part 2:Knowing about jobs)

*Goal Selection (Part 3:Choosing A Job)

*Planning (Part 4:Looking Ahead)

*Problem Solving (Part 5:What Should They Do?)

Taken together, the Attitude Scale and the Competence Test provide both an extensive and intensive inventory of the critical behaviors in mature career decision making and development.

3. STUDENT RESULTS AS DEMONSTRATED BY CMI

Following is the data obtained from pre/post testing of Rural Interns with CMI during the semester beginning September 5, 1979 and ending January 25, 1980.

TABLE IX
CAREER MATURITY INVENTORY TEST RESULTS
CAREER MATURITY INVENTORY - ATTITUDE LEVELS

	(I) DECISIVENESS IN CAREER DECISION-MAKING			(II) INVOLVEMENT IN CAREER DECISION-MAKING			(III) INDEPENDENCE IN CAREER DECISION-MAKING			(IV) ORIENTATION TO CAREER DECISION MAKING			(V) COMPROMISE IN CAREER DECISION-MAKING		
	RAW SCORE	STANDARD SCORE	%TILE RANK	RAW SCORE	STANDARD SCORE	%TILE RANK	RAW SCORE	STANDARD SCORE	%TILE RANK	RAW SCORE	STANDARD SCORE	%TILE RANK	RAW SCORE	STANDARD SCORE	%TIL RAN
MAXIMUM SCORE	10	73	99	10	59	82	10	57	76	10	60	84	7	59	82
NATIONAL MEAN	5.77	50	50	8.8	49	46	9.01	47	38	8.14	46	34	5.69	50	50
LOCAL MEAN PRE-TEST	7	54	66	9.6	59	82	9.1	47	38	9.1	51	54	6.3	50	50
LOCAL MEAN POST-TEST	9	65	93	9.8	59	82	9.3	48	42	10	60	84	6.6	59	82

TABLE IX (CONT.)

CAREER MATURITY INVENTORY - COMPETENCE TEST

	(I) KNOWING YOURSELF			(II) KNOWING ABOUT JOBS			(III) CHOOSING A JOB			(IV) LOOKING AHEAD			(V) WHAT SHOULD THEY DO?		
	RAW SCORE	STANDARD SCORE	%TILE RATE	RAW SCORE	STANDARD SCORE	%TILE RANK	RAW SCORE	STANDARD SCORE	%TILE RANK	RAW SCORE	STANDARD SCORE	%TILE RANK	RAW SCORE	STANDARD SCORE	%TILE RANK
MAXIMUM SCORE	20	73	99	20	66	95	20	73	99	20	73	99	20	73	98
NATIONAL MEAN	13.54	50	50	15.94	47	38	13.22	48	42	13.43	47	38	10.95	49	46
LOCAL MEAN PRE-TEST	14.83	53	62	18.16	54	66	16.16	57	76	15.16	52	58	9.66	46	34
LOCAL MEAN POST-TEST	16.50	60	84	18.66	59	82	16.50	61	86	16.66	58	79	11.50	52	58

4. Interpretation of CMI data

CMI test results from the pre/post testing of Rural Interns provides a basis for the following statements concerning the Rural Internship Program and Career Awareness.

*STUDENTS PARTICIPATING IN THE RURAL INTERNSHIP PROGRAM HAVE DEMONSTRATED INCREASED MATURITY IN ATTITUDES AND COMPETENCIES NEEDED IN CAREER DECISION MAKING.

*IT CAN BE ASSUMED THAT THE RURAL INTERNSHIP PROGRAM ACTIVITIES HAVE RESULTED IN RURAL INTERNS DEMONSTRATING INCREASED MATURITY IN ATTITUDES AND COMPETENCIES NEEDED IN CAREER DECISION MAKING.

Additional data and research is needed to determine if the increase is significant and to determine to what extent the Rural Internship Program effects the level of increase.

TABLE X

CMI - GAINS IN PRE/POST TEST RESULTS

ATTITUDE LEVELS	RAW SCORE	STANDARD SCORE	%TILE RANK
PART I - DECISIVENESS IN CAREER DECISION-MAKING	2.0	11.0	27.0
PART II - INVOLVEMENT IN CAREER DECISION-MAKING	0.2	0.0	0.0
PART III - INDEPENDENCE IN CAREER DECISION-MAKING	0.2	1.0	4.0
PART IV - ORIENTATION TO CAREER DECISION-MAKING	0.9	9.0	30.0
PART V - COMPROMISE IN CAREER DECISION-MAKING	0.3	9.0	32.0
COMPETENCE TEST			
PART I - KNOWING YOURSELF	1.67	7.0	22.0
PART II - KNOWING ABOUT JOBS	0.50	5.0	16.0
PART III - CHOOSING A JOB	0.34	4.0	10.0
PART IV - LOOKING AHEAD	1.34	6.0	21.0
PART V - WHAT SHOULD THEY DO?	1.84	6.0	24.0

TABLE XI

CMI - DIFFERENCE BETWEEN CMI MEAN AND LOCAL MEAN FOR POST TEST

ATTITUDE LEVELS

	RAW SCORES	STANDARD SCORES	%TILE RANK
PART I - DECISIVENESS IN CAREER DECISION-MAKING	3.23	15.0	43.0
PART II - INVOLVEMENT IN CAREER DECISION-MAKING	1.0	10.0	36.0
PART III - INDEPENDENCE IN CAREER DECISION-MAKING	0.2	1.0	4.0
PART IV - ORIENTATION TO CAREER DECISION-MAKING	1.86	14.0	52.0
PART V - COMPROMISE IN CAREER DECISION-MAKING	.91	9.0	32.0

COMPETENCE TEST

PART I - KNOWING YOURSELF	2.96	10.0	34.0
PART II - KNOWING ABOUT JOBS	2.72	12.0	44.0
PART III - CHOOSING A JOB	3.28	13.0	44.0
PART IV - LOOKING AHEAD	3.23	11.0	41.0
PART V - WHAT SHOULD THEY DO?	.55	3.0	12.0

DEPARTMENT OF HEALTH, EDUCATION, AND WELFARE
OFFICE OF EDUCATION
WASHINGTON, D.C. 20202

CAREER EDUCATION PROGRAM

PARTICIPANT-SUMMARY

NOTE. Participants include those DIRECTLY served by the project or, in the case of most parents and persons in the business/labor/industry community, who actively assist in project implementation. "Actively assist" includes efforts such as serving as resource persons, serving on Advisory Groups, providing work experience, etc.

FORM APPROVED
OMB NO. 51-R1187

NUMBER OF PARTICIPANTS (see NOTE above) WHO ARE	RACE/ETHNICITY (all Participants including Handicapped, Gifted and Talented, and Low Income)						OF THE TOTAL (column (6)) NUMBER WHO ARE			OF THE TOTAL (column (6)) NUMBER WHO ARE	
	AMERICAN INDIAN OR ALASKAN NATIVE (1)	ASIAN OR PACIFIC ISLANDER (2)	BLACK/ NEGRO (3)	CAUCASIAN/ WHITE (4)	HISPANIC (5)	TOTAL (sum of columns (1) through (5)) (6)	HANDICAPPED (7)	GIFTED AND TALENTED (8)	LOW INCOME (9)	MALE (10)	FEMALE (11)
STUDENTS											
ELEMENTARY (K-6)											
MIDDLE/JUNIOR HIGH (7-9)											
SENIOR HIGH (10-12)		1		14	13	28		28	17	9	19
2-YEAR COLLEGE											
4-YEAR COLLEGE											
ADULTS (non-matriculated)											
SUB-TOTAL		1		14	13	28		28	17	9	19
EDUCATIONAL PERSONNEL											
TEACHERS				4	1	5				4	1
COUNSELORS				7	2	9				6	3
ADMINISTRATORS				8	1	9				8	1
MEMBERS OF THE BUSINESS/ LABOR/INDUSTRY COMMUNITY				38	9	47					
PARENTS		2		27	20	49					
OTHER (specify)											
TOTAL		3		98	46	147					

OE FORM 467, 2/76

41/a

41/b

13. PROGRAM DISSEMINATION ACTIVITIES

1.0 DISSEMINATION ACTIVITIES

There is no question that the Rural Internship Program is an exemplary program. For this reason, great efforts were made to disseminate information about the program so that it could be utilized by other rural school districts. The methods used for dissemination included the following:

a. Short information articles were placed periodically in the staff bulletins of participating school districts.

b. Articles concerning the project and concerning individual Rural Interns were placed periodically in community newspapers (attached at the end of section).

c. Visits to the program by outside educators and State Department of Education personnel.

d. Presentations were made by Rural Interns and project personnel to local member district school boards, organizations, and to Community Service Clubs. The presentations by the students have been excellent, going far to dispel any misconceptions that people may have had. Some quotes as to what the program has meant to a few of them, as expressed to the public, follow:

"Mainly, I have found that I have a great desire to paint and draw. (Not as I thought...to make money.) I realize now that I have a talent and that I should do something with it."

"I will hold a day with me forever - when I finally made a move toward becoming myself and stopped imitating others and wishing to be someone I could never be. Now I am myself!!!"

"I feel without this program I wouldn't be where I am today. It has helped to improve my communication skills."

"I found a career in research chemistry. I have gotten a lot of knowledge and practical experience in chemistry as well as a chance to be more than a student."

"I feel that this program has given me self-assurance - I'm not scared to talk in front of people anymore. I'm learning something I would have never learned in school."

"Personally, I've become more independent as well as more mature. I'm still full of hang-ups but my confidence has improved immensely There are a minute other things that I've picked up along the way and I only hope I can carry them with me for the rest of my life. I am glad I stumbled upon this program because neither the career gains or the character gains could have been matched anywhere else in this short period of time."

Presentations were made to the following organizations:

1. Business and Professional Organizations

   a. Pueblo Personnel Club
   b. Pueblo Chamber of Commerce

2. Educational Organizations

   a. Colorado Association of School Board Members
   b. South Central BOCES Board of Directors
   c. Colorado State BOCES Association
   d. Local School Boards of Education

3. Community Service Clubs

   a. La Veta Rotary
   b. Pueblo Rotary
   c. Minnequa Kiwanis
   d. Pueblo Kiwanis
   e. Pueblo Sertoma
      (as a result of this presentation, a scholarship fund for Rural Interns is in the process of being established.)

2.0 DISSEMINATION MATERIALS

Materials utilized for dissemination activities were developed by Dawn Young, a Rural Intern from La Veta, Colorado. Ms. Young's Community Placement was Pryor Advertising and her final project consisted of "packaging" the Rural Internship Program. The "package" that she developed includes:

a. A slide tape presentation. (The slide tape presentation is appropriate to use during recruitment of new Interns as well as for dissemination.)

b. A Rural Internship Program Handbook
   (This handbook replaces the four handbooks included in the "Project Performance Report, July, 1978 through June, 1979" presented to the Office of Career Education.)

c. A portable bulletin board.
   (The bulletin board explains itself and can be used with or without someone to answer questions.)

d. The "package" also includes Rural Internship Program Stationery and a Rural Internship Program Poem.

The new Rural Internship Program Handbook is attached at the end of this section.

Sometimes, best school u

By DON DONATO

Some high school students have a difficult time relating to the usefulness of regular classroom work.

And a few rural high school students from uthern Colorado have been discovering the sefulness of classroom work in a program that takes them out of school for a semester.

This semester, there are seven students in the ural Internship Program of the South Central ard of Cooperative Educational Services (BOCES).

In the program, the students work in the community, under the guidance of a sponsor. And, so , after a year and part of a semester, the program seems to be working according to director Kaye Hamm.

'Students are discovering that what they do ewhere in their lives relates directly to what is being taught in regular school," she said.

Describing the program, Ms. Hamm said, "The Rural Internship Program responds to the educational needs of gifted and talented students — students with high levels of leadership ability, creative ability, and academic ability which has not been challenged through the existing school program."

In the process of tapping the buried abilities, she said, "The program introduces students to the world of work within their community, where they can explore careers within their cultural and environmental background in their fields of special interest."

Rather than replacing the high school curriculum, she said, the internship program "serves to supplement the formal classroom." A student in the program is granted leave from regular classes and devotes a semester to the

ork done outside of class

program, spending four days with the sponsor and one day in seminar each week, with the site of the seminar rotated among the towns of the students.

Last week, the seminar was held at the Pueblo Chamber of Commerce, from 9 a.m. to 3 p.m., with an hour-long break for lunch at the Pueblo Golf Course.

In the program this semester are Pamela McSchooler of Pueblo County High School, student program chairman, who works with large animals at Veterinary Associates, sponsored by Lynn Gerringer, DVM; Jim Fajt, Pueblo County High, chemical water engineering at Whitlock Water Treatment Plant, sponsored by Brian Elson; Toby Vigil, Walsenburg, studying records processes at the Walsenburg Police Department, sponsored by his dad, the police chief; Denise Martinez, Walsenburg, working with Summer Business and Computers Service, sponsored by Hank Summer; Dawn Young of LaVeta, Commercial art with Frank Pryor Agency; Becky Borders, Trinidad, Spanish Peaks Mental Health Center, sponsored by Jerry Jefferies, and Dale Johnson, Aguilar, solar energy, sponsored by Frank Sciacca in construction.

"We're looking for something more — things we couldn't get out of the classroom. We're using classroom skills to broaden our horizons," said Miss McSchooler.

Along that line, she made a presentation of information obtained from the League of Women Voters of Pueblo about the question of implementing a five-member commission in place of the current three-member Board of County Commissioners. After lengthy debate Friday, the students hammered out a statement of their view of the issue.

Their statement expressed the belief that "the problem does not concern the number of county commissioners, but instead the real problem concerns the structure of Pueblo County government."

Further, they said county government "attempts to operate under the auspices of state law, subject to interpretation at the local level." They said resulting wrangles over interpretation "laid the foundation for the discouragement of future economic and cultural growth in Pueblo County."

Their view about that was, "When citizens permit a form of government to stifle the growth of an area, they in fact, limit the potential of their children to become future productive citizens of their home community. . ..We ask that county residents strive to bring harmony to county government so that we will not have to migrate from Pueblo County to find meaningful and profitable employment."

Their suggestion: "To bring 'order out of chaos' the situation can be resolved by adopting the Home Rule Charter which will allow Pueblo County to decide how their government will be structured and administered."

None of which relates directly to the students' particular internships, but which does show the scope of the interest they are taking in the practical aspects of life, including the importance of studying local issues, thinking about them and becoming active in the community as citizens — all stated goals of regular school systems.

Ms. Hamm said, "We've found, as we hoped, that students in the Rural Internship Program discover the importance of what is being offered in their regular school classes by seeing how the knowledge is used in their internships.

"When they return to the classroom, they take a greater interest in what's being taught, because they can see a use for the information. That's very important to this kind of person — knowing 'why' something is supposed to be done a certain way, and why it is useful."

She cites as "impressive" the increases in reading and writing skills of the students after their internships. And, she said she is pleased that the national pilot program is doing what it was deigned to do — getting gifted and talented students off dead-center and using their abilities toward the goal of becoming productive, involved citizens.

The effectiveness of the program has been accepted by the school districts involved, she said, noting that when the $120,000 pilot federal grant runs out at the end of the month, the school districts have agreed to pick up the costs, divide them and funnel them through the BOCES to continue the program.

14. SPECIAL ACTIVITIES

1.0 STUDENT IDENTIFICATION

The Student Identification Process attempts to eliminate biases and to respond to the cultural uniqueness of the rural gifted students. The possible success of the process is indicated by the high percentage (50%) of students in the Rural Internship Program who are minorities.

Several other factors contribute to the uniqueness of the process. Those factors are:

a. Identification of high school students.

b. Identification of high school students in isolated rural school districts.

c. Identification of high school students who are gifted in creative-productive thinking and in leadership ability.

d. Instruments used to gather data are easy to administer and interpret.

e. Interpretation of data permits consideration of objective and subjective factors.

f. Decision making allows for additional data to be collected.

It should also be noted that with a minimum of inservice an existing staff member in rural school district can be trained to utilize the process. This is extremely important since rural school districts do not have the funds for additional personnel. Also, because of the simplicity of the process an "expert" is not needed for interpretation of collected data. This is also important since rural districts do not always have access to "experts".

2.0 WORK HABIT - PROFICIENCY REPORT

The development of an instrument to determine if Rural Interns are demonstrating good work habits during time spent at their Community Placement. The 12 items appearing on the instrument have been identified by the Advisory Council as being appropriate for determining good work habits in a rural area. The instrument is used by the Community Sponsors to evaluate the work habits of Interns.

There has not been any research done to determine the effectiveness of the instrument but the Community Sponsors did respond in a positive manner to using it to evaluate their Interns. (Work Habit - Proficiency Report attached to this section).

3.0 STUDENT DEVELOPED GOALS AND OBJECTIVES

One of the program activities is to have each Intern develop their own goals and objectives for their Internship. This activity is valuable for several reasons:

a. Removes the Teacher Coordinator from the role of a "sage" to the role of an educational facilitator.

b. Gives Interns the responsibility of making decisions concerning their educational needs.

c. As the Internship progresses, Interns are encouraged to up-date or change any part of what they have developed so as to maintain relevance to the Internship at all times.

It should be pointed out that this activity permits Interns to control their own learning agenda.

4.0 RECOGNITION CERTIFICATES

At the conclusion of the semester, Community Sponsors and Rural Interns are awarded recognition certificates (certificates attached to this section). The Community Sponsors are recognized for contributions to the Rural Internship Program. The Rural Interns are recognized for successful completion of their Internships.

RURAL INTERNSHIP PROGRAM

WORK HABIT - PROFICIENCY REPORT

PART I

DIRECTIONS: Please indicate with a check mark your assessment of your Rural Intern's work habits. Check column under S if you feel work habits are Satisfactory, or under NI if you feel there is Need for Improvement.

		S	NI
1. Maintain an Acceptable Quantity of Work.			
a. Work is completed on time.	a.		
b. Knows what tasks to do next.	b.		
c. Wastes no time going to next task.	c.		
d. Chooses priorities correctly	d.		
e. Gives employer a full, honest day's work.	e.		
Suggestions/Comments:			
2. Maintaining an Acceptable Quality of Work.			
a. Asks useful questions before starting to make sure what is expected.	a.		
b. Knows enough about expected results to correct something that is going wrong.	b.		
c. Work completed is reliable and accurate.	c.		
d. Checks work to make sure it is accurate.	d.		
e. Alertness to methods for improving quality.	e.		
Suggestions/Comments:			
3. Communicating Orally.			
a. Talks on the level of people he/she deals with.	a.		
b. Asks questions to get a better understanding of instructions or requests.	b.		
c. Outgoing, friendly and sincere.	c.		
d. Effectively communicates ideas.	d.		
Suggestions/Comments:			
4. Communicating in Writing.			
a. Reports are both factual and understandable.	a.		
b. Reader can follow thoughts and come to the intended conclusion.	b.		
c. Writing is clear and coherent.	c.		
d. Content of written communication "sticks with you."	d.		
e. Word choice is appropriate.	e.		
Suggestions/Comments:			
5. Accepts Responsibility and Initiates Action.			
a. Takes full responsibility for assigned tasks.	a.		
b. Handles unforeseen difficulties on his/her own.	b.		
c. Does assignment to the best of his/her ability.	c.		
d. Will accept additional responsibility.	d.		
e. Completes jobs even without specific guidelines or instructions.	e.		
f. A self starter; conceives and carries through jobs on own initiative.	f.		
g. Not afraid of making mistakes and assuming the blame.	g.		
Suggestions/Comments:			

		S	NI
6. Adapting to New and Different Situations			
a. Readily accepts new or different tasks.	a.		
b. Flexible in responding to the new or different	b.		
c. Needs instruction or training but adapts to new situations readily.	c.		
d. Knows when someone more qualified can help and seeks him out.	d.		
Suggestions/Comments:			
7. Evaluating Facts and Making Effective Decisions.			
a. Willing to make decisions.	a.		
b. Decisions are logical and based on sound judgement or facts.	b.		
c. Understands facts and situations well before making decisions.	c.		
Suggestions/Comments:			
8. Planning and Organizing Own Work.			
a. Willing and able to plan for almost any job you give him/her.	a.		
b. Plans time for accurate and efficient use.	b.		
c. Results generally on time due to good planning.	c.		
d. Makes plans on own regarding what needs to be done.	d.		
e. Coordinates plans with other individuals and groups.	e.		
Suggestions/Comments:			
9. Getting Along With Other Workers.			
a. Has a good relationship with other workers and is well liked.	a.		
b. Helps to make the unit a good place to work.	b.		
c. Assists others whenever possible.	c.		
d. Pleasant and courteous.	d.		
e. Makes an effort to know other workers.	e.		
Suggestions/Comments:			
10. Showing Creativity on the Job.			
a. Carries through ideas to a logical end product.	a.		
b. Sees relationships among factors and comes up with workable ideas.	b.		
c. Perceptive in day to day problems.	c.		
Suggestions/Comments:			
11. Personal Traits.			
a. Dresses appropriately for work situation.	a.		
b. Is punctual in arriving at work and to appointments.	b.		
c. Attendance.	c.		
Suggestions/Comments:			
12. Professional Development			
a. Reads available materials related to community placement.	a.		
b. Asks questions that will assist in Career Decision making.	b.		
Suggestions/Comments:			

South Central BOCES San Luis Valley BOCS

Rural Internship Program

PROCLAMATION OF EXCELLENCE

Whereas: *It is the purpose of the RURAL INTERNSHIP PROGRAM to provide an unique opportunity for talented students to broaden their educational career opportunities in a rural community as a Rural Intern; and*

Whereas: *The Rural Internship Program defines a RURAL INTERN as a student with exceptional ability in creative thinking, leadership, or academics; and*

Whereas: *The Rural Internship Program defines an INTERNSHIP as a community placement where the Rural Intern works on a one-to-one basis with community leaders in Southern Colorado;*

Now, Therefore, *let it be known that* _____ *a Rural Intern in the Rural Internship Program completed, with EXCELLENCE, an INTERNSHIP with* _____ *at* _____ *on this* _____ *day of* _____ *19* _____.

_____	_____	_____
Board President *South Central BOCES*	*Superintendent*	*Community Sponsor* *Rural Internship Program*
_____	_____	_____
Executive Director *South Central BOCES*	*Program Director* *Rural Internship Program*	*Teacher Coordinator* *Rural Internship Program*

15. PROJECT ABSTRACT

(1) Project Number: 13.554
(2) Grant Number: G00 78C0010
(3) Nature of Report: Final
(4) Project Title: A Career Education Program for Gifted and Talented Students (Rural Internship Program)
(5) Period Covered by this Report; 7/79 through 12/79
(6) Category of Project: Population
(7) Name of Project Director: Kaye Hamm
(8) Name and Address of Grantee: South Central Board of Cooperative Educational Services
PVCC Campus
900 W. Orman
Pueblo, Colorado 81004
(303) 544-3295

(9-12) Abstract Narrative

The Rural Internship Program provides opportunities for gifted and talented 11th and 12th grade students to broaden their educational career opportunities by facilitating activities that allow Rural Interns to work one-to-one with community leaders in rural Southern Colorado. The program design for the Rural Internship Program centers around four interfacing components. Each of the components are on-going processes that insure Career Education activities of the highest quality for participating gifted students. The four components of the program design are: 1) Program Commitment, 2) Community Sponsor Recruitment, 3) Student Identification and 4) Program Operation

The Community Sponsors are the most important components in the Rural Internship Program. They are community persons who are representative of Rural Lifestyle Clusters and are considered to be influential decision makers, within a business/organization and/or within their community. The Community Sponsor assumes the responsibility of providing students with learning experiences that tangibly benefit the students' education and intangibly benefit the Community Sponsor.

The criteria used to identify the gifted and talented students for this Career Education program takes into consideration the value systems of sub-dominant cultures and demands a multiplicity of selection procedures that reflects subjective and objective factors. For students to participate as Rural Interns, they must meet the following criteria.

1. The students should have the ability to:

   a. Undertake new projects and move into unfamiliar situations.
   b. Adjust to last minute changes without difficulty.
   c. Continue under adverse circumstances
   d. Work well with all people.
   e. To be a self starter.

2. The students should have a high level of:

   a. Reliability

   b. Seriousness, stability, and rational behavior.

3. The students should have a generally high level of intellectual abilities.

4. The students must be at the 11th and 12th grade level.

The program design that has been developed has definite advantages that make the program easily transportable to similar geographic areas. The student identification process included in the design is appropriate without modification for the identification of gifted students, including the students from a sub-dominant culture. Implementation is inexpensive since the program design allows for multi-district implementation, as well as single-district implementation.

Based upon the results of a Third Party Evaluator, it was concluded that this "Career Education Program for Gifted and Talented in Rural Colorado" resulted in significantly higher scores than a central group of similar students in similar settings. The following statements are from the "Project Outcome Evaluation".

"...students involved in the project at its completion were significantly prepared to accomplish tasks related to life and career skills."

"...students involved in the project have positive high opinions regarding work and how to approach a work setting."

"The most significant differences found in this evaluation relate to information about occupations. Students completing the project are aware of more sources of information and factors to consider in making career choices."

"...project students are significantly better prepared to make choices and understand good work habits than the central group of students. They were also better able to communicate regarding their careers than were the control group of similar students."